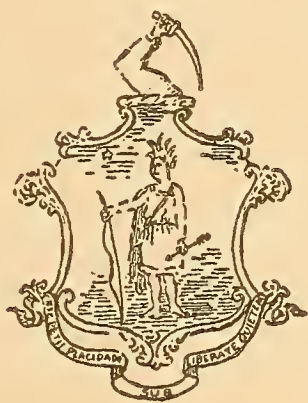


STATE · NORMAL
SCHOOL · FITCHBURG
MASSACHUSETTS



CATALOGUE · AND · CIRCULAR
THIRD · YEAR · 1897 · 1898

NEW STATE NORMAL SCHOOL—FITCHBURG.



STATE NORMAL SCHOOL

(Including Model and Practice Schools),

FITCHBURG, MASS.

CATALOGUE AND CIRCULAR

For the Year ending June 24, 1898.



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1898.



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THE MAIN HALL.



STATE BOARD OF EDUCATION, 1898.

ESTABLISHED IN 1837.

EX OFFICIO.

HIS EXCELLENCY ROGER WOLCOTT, *Governor.*

HIS HONOR W. MURRAY CRANE, *Lieutenant-Governor.*

BY APPOINTMENT.

	Term expires
GEORGE I. ALDRICH, A.M., Newtonville, .	May 25, 1898.
ELMER H. CAPEN, D.D., Somerville, .	May 25, 1899.
ELIJAH B. STODDARD, A.M., Worcester, .	May 25, 1900.
GEORGE H. CONLEY, A.M., Boston, . .	May 25, 1901.
Mrs. ALICE FREEMAN PALMER, Cambridge, .	May 25, 1902.
JOEL D. MILLER, A.M., Leominster, .	May 25, 1903.
Mrs. KATE GANNETT WELLS, Boston, . .	May 25, 1904.
FRANKLIN CARTER, Ph.D., LL.D., Williamstown, .	May 25, 1905.

Secretary.

FRANK A. HILL, A.M., Cambridge.

Clerk and Treasurer.

C. B. TILLINGHAST, A.M., Boston.

Agents.

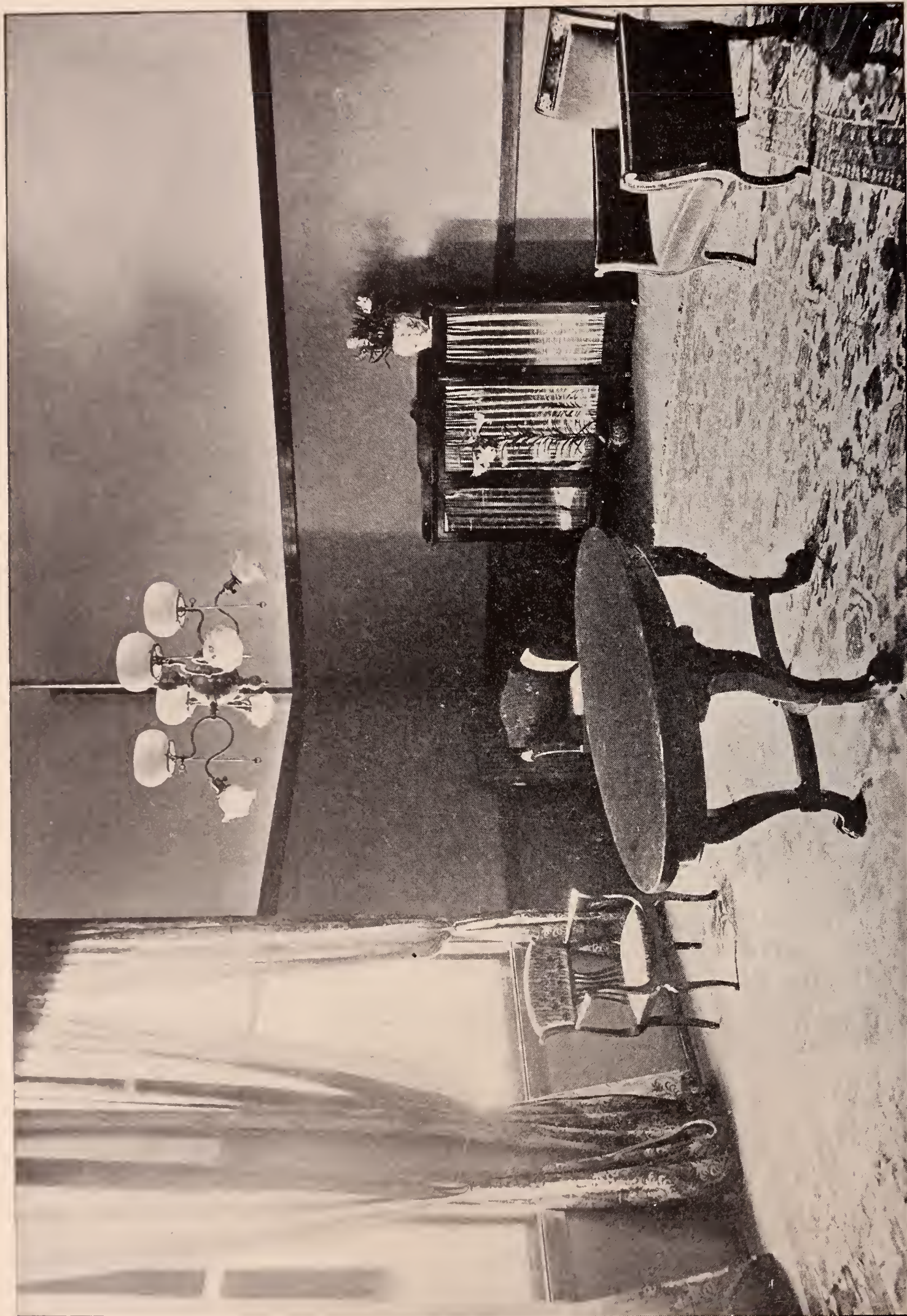
JOHN T. PRINCE, Ph.D.,	Newtonville.
GRENVILLE T. FLETCHER, A.M.	Northampton.
HENRY T. BAILEY,	North Scituate.
JAMES W. MACDONALD, A.M.,	Stoneham.

Board of Visitors.

HON. JOEL D. MILLER.

ELMER H. CAPEN, D.D.

THE RECEPTION ROOM.



THE LIBRARY.



INSTRUCTORS.

Normal School.

JOHN G. THOMPSON, PRINCIPAL.

Pedagogy.

EDWIN A. KIRKPATRICK, . . .	<i>Psychology and Child Study.</i> ✓
FLORA E. KENDALL, . . .	<i>English Language and Literature.</i> ✓
PRESTON SMITH, . . .	<i>Natural Science.</i>
HARRIET A. LUDDINGTON, . . .	<i>History and Geography.</i>
HELEN M. HUMPHREY, . . .	<i>Mathematics.</i>
ANNETTE J. WARNER, . . .	<i>Drawing.</i>
MARY G. CANNON, . . .	<i>Physical Training, Physiology and Hygiene.</i>
JOSEPH T. WHITNEY, . . .	<i>Manual Training.</i>
CHARLES E. BOYD, . . .	<i>Vocal Music.</i>
ABBY P. CHURCHILL, . . .	<i>Nature Study.</i> ✓

Practice Schools.

CHARLES S. ALEXANDER, PRINCIPAL.

Supervisor in Grammar Grades.

NELLIE B. ALLEN,	.	.	.	.	Supervisor in Grammar Grades.
MARY I. CHAPIN,	.	.	.	.	Supervisor in Intermediate Grades.
MATTIE E. COLE,	.	.	.	.	Supervisor in Primary Grades.
CAROLINE HAGAR,	.	.	.	.	Assistant.
ANNETTE J. WARNER,	.	.	.	.	Supervisor of Drawing and Nature Study.
MARY G. CANNON,	.	.	.	.	Supervisor of Physical Culture, Physiology and Hygiene.
ABBY P. CHURCHILL,	.	.	.	.	Supervisor of Nature Study.
CHARLES E. BOYD,	.	.	.	.	Supervisor of Vocal Music.
CARRIE E. CARNES,	.	.	.	.	Supervisor of Third Year Practice.
JOSEPH T. WHITNEY,	.	.	.	.	Manual Training.
AIMEÉ C. FERSON,	.	.	.	.	Sewing.

Model Schools.

[illegible]

Kindergarten.

[illegible]

CALENDAR.

Vacations and Holidays are marked by Light-face Figures; School Days are marked by Full-face Figures.

... 1898 1899 ...						
JULY.							JANUARY.						
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DECEMBER.							JUNE.						
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CALENDAR.

(See opposite page.)

FOURTH SCHOOL YEAR, 1898-99.

1898. June 21, Tuesday, Public graduation
June 23 and 24, Thursday and }
Friday, } First entrance examination.
September 6 and 7, Tuesday and }
Wednesday, } Second entrance examination
September 8, Thursday, Fall term begins.
November 24, Thursday, Thanksgiving.
December 24, Saturday, Fall term ends.

WINTER VACATION, TWO WEEKS.

1899. January 10, Tuesday, Winter term begins.
February 22, Wednesday, Washington's birthday.
April 1, Saturday, Winter term ends.

SPRING VACATION, TWO WEEKS.

- April 20, Thursday, Spring term begins.
May 30, Tuesday, Memorial Day.
June 20, Tuesday, Public graduation.
June 22 and 23, Thursday and }
Friday, } First entrance examination.

SUMMER VACATION, TWELVE WEEKS

- September 12 and 13, Tuesday }
and Wednesday, } Second entrance examination.
September 14, Thursday, School year begins.

There is no session of the school on Monday. On other days the hours are from 9 A.M. to 12 M., and from 1.45 P.M. to 3.45 P.M. Entrance examinations begin at 9 A.M.

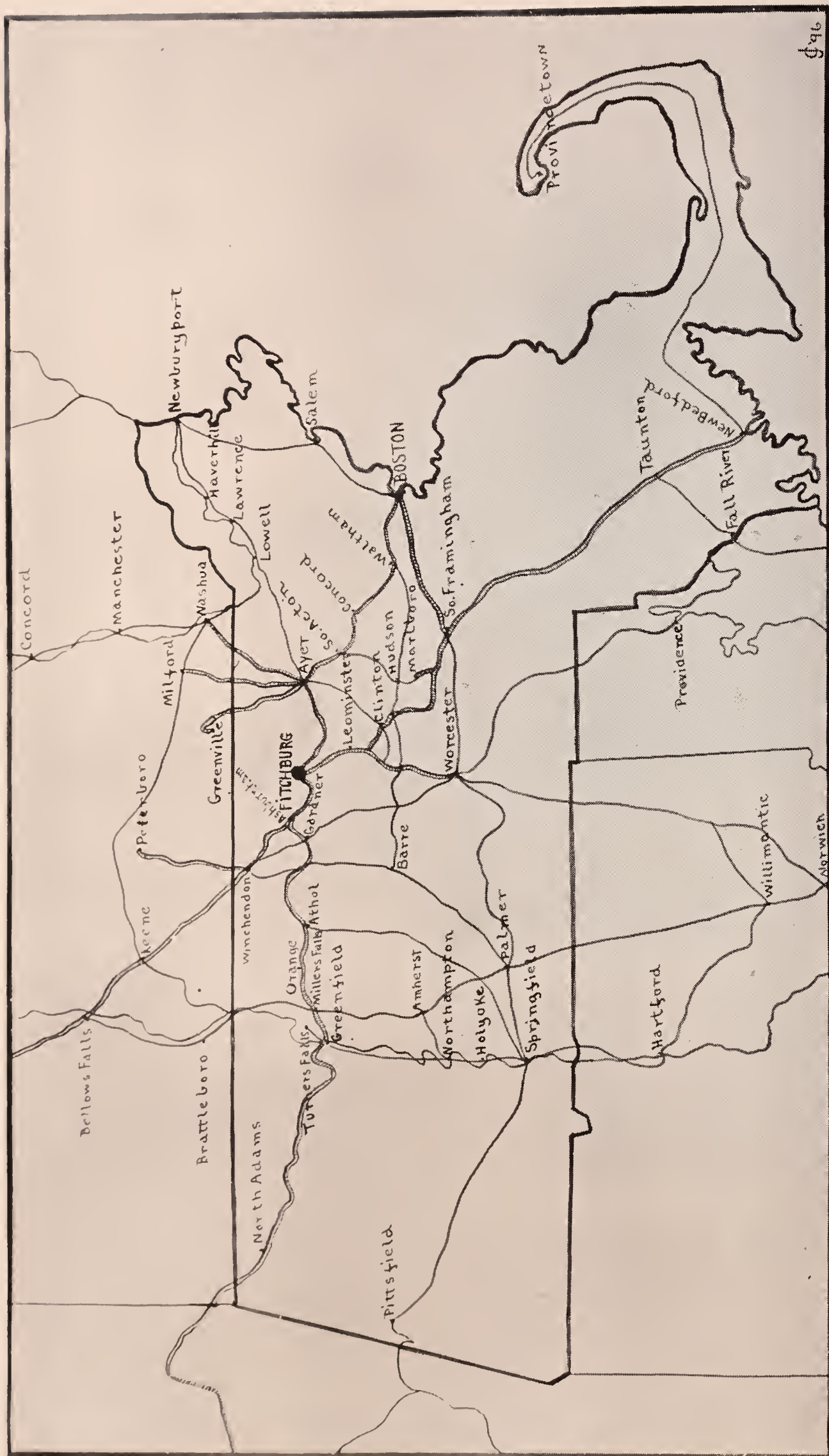
State Normal School at Fitchburg.

Historical Sketch.

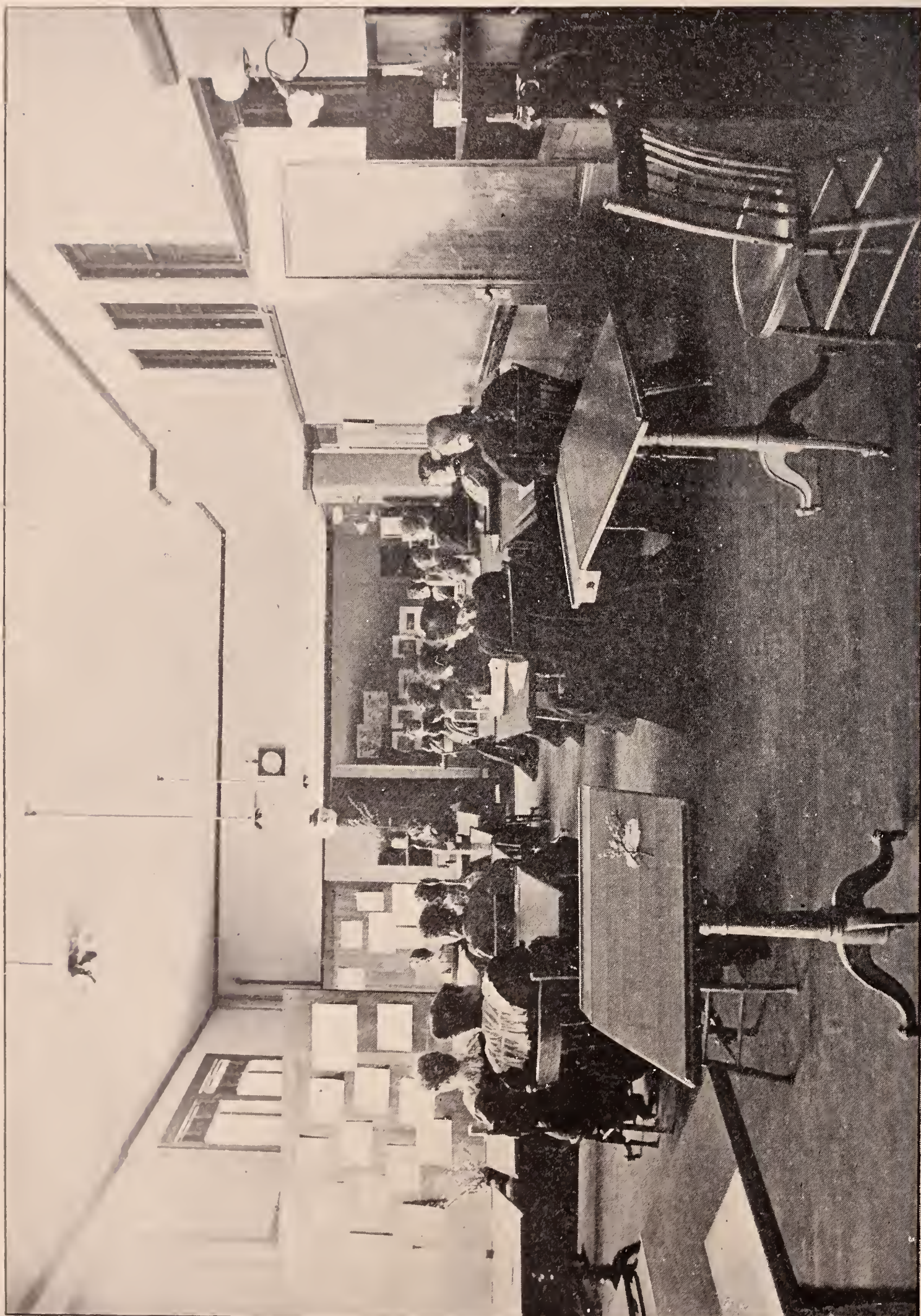
In pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. The school was moved into its present quarters in December, 1896. Three classes have been admitted, a total of 151 pupils, representing five States and forty-one towns. Fifty-nine of this number have had experience in teaching, in several cases an experience of five or more years. One class of 38 pupils has been graduated. Of these 38, 15 have remained to take advanced work at the school in the advanced, kindergarten and special courses. The demands upon this school for teachers has been three times what it could supply, so that even those who have failed to meet the requirements in actual teaching in the practice school, and have therefore failed of graduation, have not had much difficulty in obtaining positions as teachers.

Location.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1895 a population of 26,409. It is readily reached by railroad from any point in the New England States, situated as it is on the Fitchburg Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water and its excellent system of sewers and drainage, combined with its naturally healthful situation, make it one of the most desirable cities for residence in the State. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work by normal school pupils.



THE DRAWING HALL.



Buildings and Grounds.

The normal school proper, a cut of which forms the frontispiece of this catalogue, has been erected and furnished by the Commonwealth of Massachusetts at a cost of about \$175,000. It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Its position, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl Hill on the north, Woods Hill on the west, Mt. Wachusett on the south and the Lunenburg hills and meadows on the east.

The school is thoroughly equipped in all departments, — library, science, nature study, manual training, drawing, photography, gymnasium, lunch room, etc.

The grounds, about five and a half acres in extent, afford ample opportunity for lawn tennis, croquet and other out-door exercises.

Model Schools.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. The kindergarten and first, second and third grades are at present housed in the normal school building; grades four and five are in the Highland Avenue school, a building furnished by the city of Fitchburg; grades six and eight and the ungraded are in the Day Street school with the practice schools. Grade seven will be opened in the fall of 1898. Later, it is expected that the model schools will be transferred to a building to be furnished by the city of Fitchburg.

Practice Schools.

TWO YEARS' COURSE.

These are in the Day Street school, a fifteen-room building furnished by the city of Fitchburg. All grades, from beginners (grade one) through grade eight, are found in this building. Each pupil of the normal school, at some time during her course, is in charge of one of the rooms for about fourteen weeks.

THREE YEARS' COURSE.

By arrangement with the town of Leominster, pupils taking this course teach twenty weeks in one of the Leominster schools, at a

salary of eight dollars per week. This practice is in addition to the practice required in the two years' course.

The practice schools are in charge of a principal and eight supervisors. Nearly eight hundred pupils have been in attendance in the model and practice schools during the past year.

Courses of Study.

This school offers five courses, — a general two years' course, a three years' course, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

THE TWO YEARS' COURSE.

This course is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects : —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects : —

- (a) English, — reading, language, rhetoric, composition, literature and history.

- (b) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

- (c) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

- (d) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

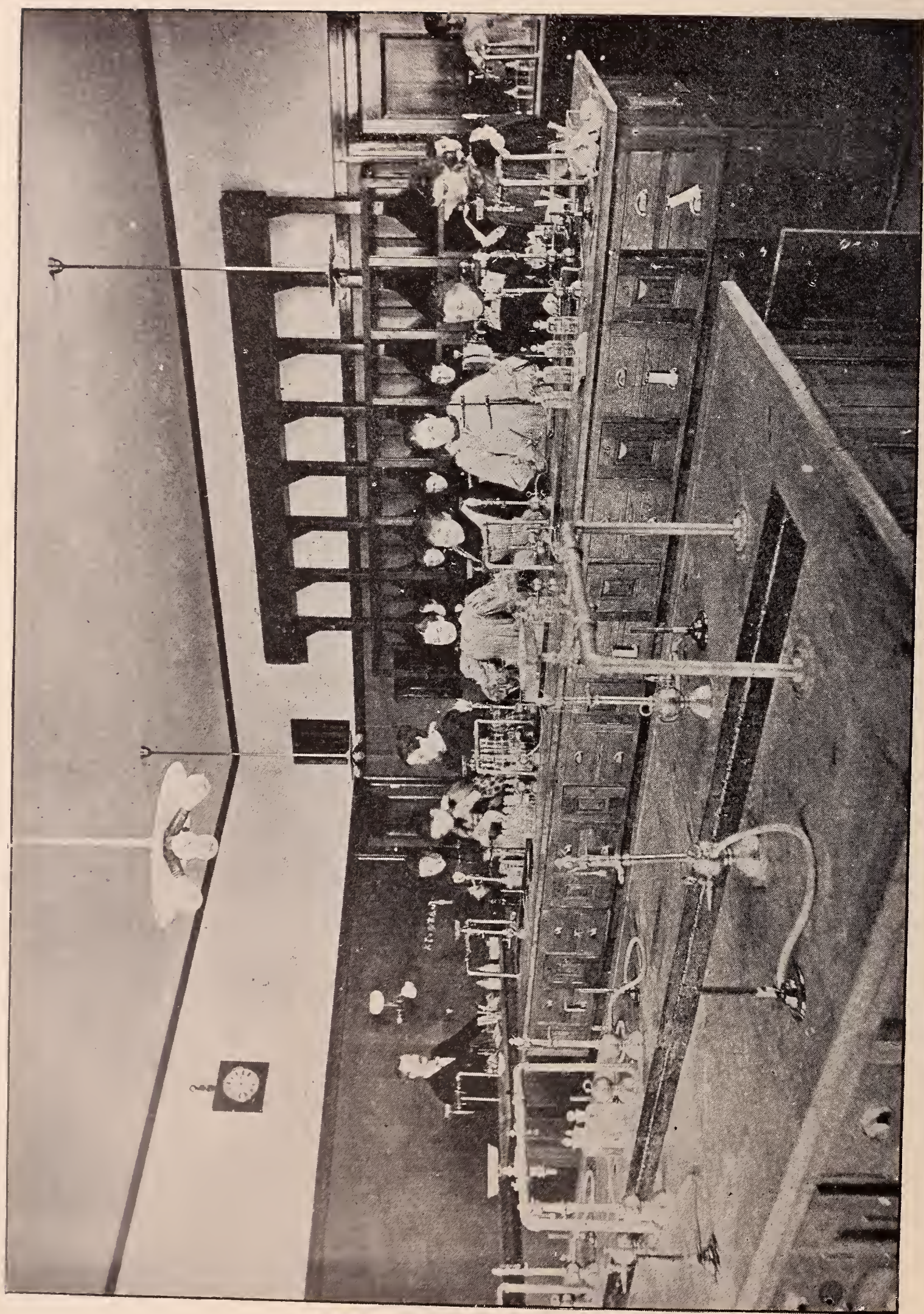
THE THREE YEARS' COURSE.

This is an extension of the work of the two years' course, consisting of twenty weeks' additional practice in the practice schools, at a salary of eight dollars per week, and twenty weeks' additional work at the normal school proper in pedagogy, child study and in

A RECITATION ROOM — GEOGRAPHY.



THE CHEMICAL LABORATORY.



such other departments as the pupils taking the course seem most to need. This course is open only to a limited number of graduates from the two years' course.

KINDERGARTEN COURSE.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the general two years' course before taking up the year of practical work with the children and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

SPECIAL ONE YEAR'S COURSE FOR TEACHERS.

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the principal and of the Board of Visitors, select a course, approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates for this course are not required to take the regular entrance examination.

SPECIAL ONE YEAR'S COURSE FOR COLLEGE GRADUATES.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the general two years' course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates are admitted to this school without examination. Since the opening of the school, graduates of Dartmouth, Smith, and Boston University have taken this course wholly or in part. The demand for college graduates with normal training is much greater than the supply.

Saturday Classes for Teachers.

With the beginning of the spring term of 1897, the Monday session of the school was changed to Saturday. This change was made so that teachers in regular employment might receive in some measure the benefit of the work at the normal school. During the past year, over eighty teachers have availed themselves of the opportunity offered. Those who wish to take up Saturday work, to begin with the opening of the fall term, September, 1898, are requested to send their names to the principal. Those who attend regularly any course or courses in this Saturday work for teachers will receive upon application a certificate for the same.

Design of the School and General Plan of Work.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training."

Students entering the normal school must be graduates of approved high schools, or have an equivalent education. They have, therefore, spent twelve or more years in the academic study of the subject-matter required to be taught in the public schools. For this reason, if for no other, the study of subjects for the purpose of storing up knowledge or as a means of mental discipline must in the normal school be secondary or incidental.

Though the work of the normal school must be professional, — to develop the power to manage and to teach, — it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg normal school is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together.

The first few weeks after entrance are spent in a study of the kindergarten. About half of the morning session of each day is spent in observing the children and the teachers at work. In the afternoon, the principal of the kindergarten meets the class, and explains, as fully as possible in the short time assigned to this work, the kindergarten principles.

The students also meet with the director of child study, who assists and guides them in observing the children.

This work in no way takes the place of or interferes with the regular kindergarten course.

From the kindergarten the divisions proceed to the first grade of the model schools and from thence on through the grades. In the first grade, as in the other grades, a half session, about an hour and a half, at a time is spent in observation and discussion of the work observed. These periods for observation are so arranged as to cover the work of the children in all subjects, and also so as to come at different hours on successive days. Thus, at one period, perhaps the first half of the morning session, the normal students may observe work in reading and language; at another, the first half of the afternoon session, in history and geography; at another, the second half of the morning session, in number and gymnastics; at another, the second half of the afternoon session, in drawing and music. The observation is directed by the heads of the various departments, with whom the students meet regularly for discussion of the work observed and of courses of study and methods of teaching. When the students have studied all the grades in the manner described they will be familiar with courses of study now adopted in the best schools and with methods of teaching as exemplified by the work of the best teachers.

Side by side with the observation of the teaching in the various grades and the discussion and study of courses and methods, the study of children is pursued under the guidance of the director of child study, so that courses and methods may be discussed and judged in terms of the child mind and its growth. It is hoped by this work to build up in the mind of the normal student ideas as clear and definite as may be of the kindergarten pupil, of the child of five, of six, of seven, of eight years of age, and so on up to the high school age; to render students familiar, through observation

and study, with discovered laws of the physical and mental growth of children; to lead them to see and recognize different kinds and types of children; to help them notice and to teach them to interpret defects, physical and mental, and to show them how such defects may be remedied; to awaken in them sympathy and love for children, so that each student may, as far as possible for an adult, be able to put herself in the child's place, and to look at the teacher and the school from that point of view.

Following this work in observation, is work in teaching in the respective grades. For example, the normal students, having observed a lesson in number in the first grade, are required to prepare the lesson which should follow, and a student whose plan has been accepted by the teacher in charge is asked to teach the class the next day. Of course this work in teaching does not come until the students are quite familiar with the work of the grade. As the work of the class proceeds through the grades, these exercises in preparation and in teaching are continued.

In April, following the admission of the student, she is assigned the room in the practice school in which she is to teach for fourteen weeks the following year.

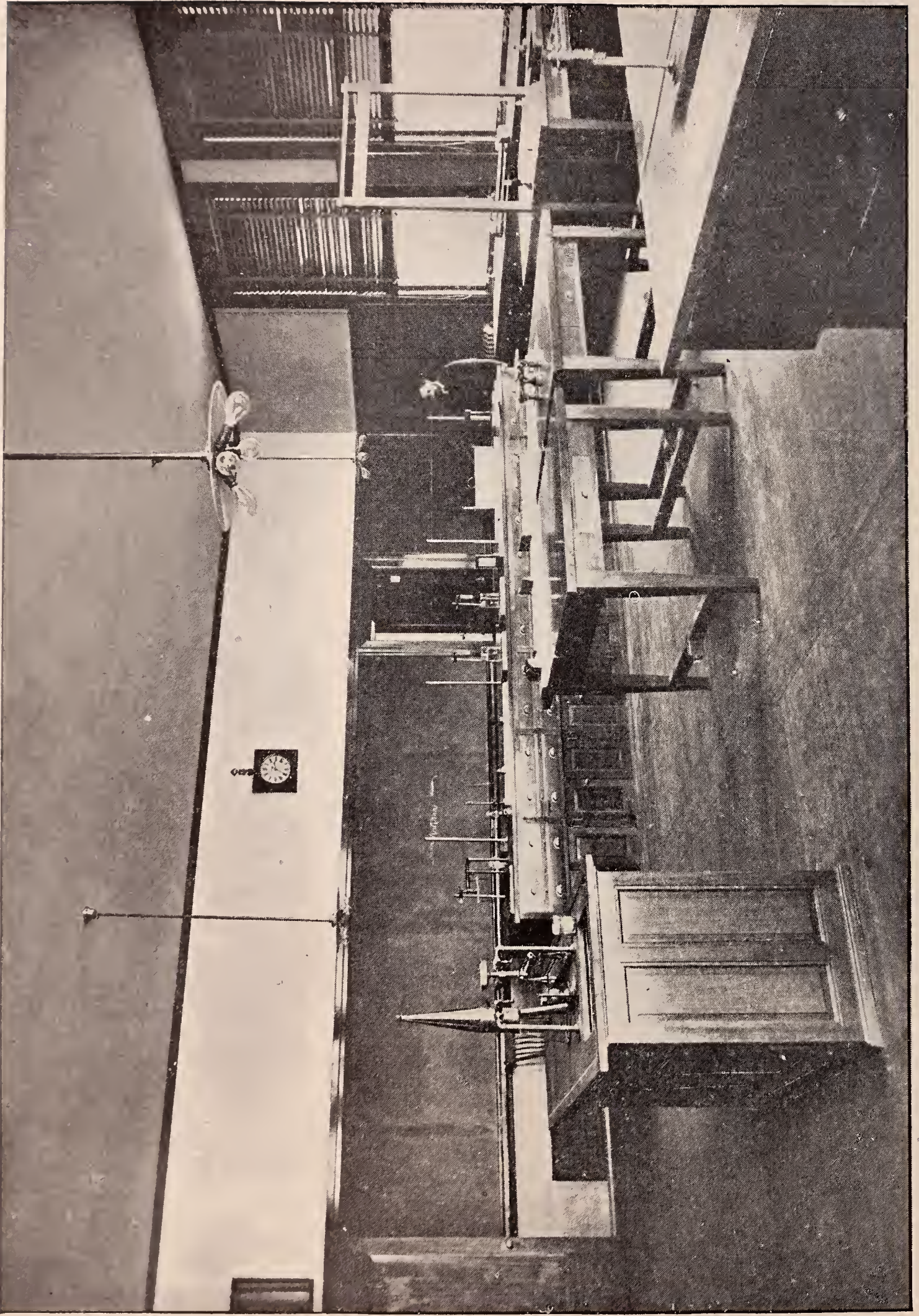
From April till the close of her first year she spends one day each week at the practice school, studying the children she is to teach, and preparing, under the direction of the supervisors of practice, for her special work.

While this work in observation and child study is progressing, the students have regular work in psychology and general pedagogy.

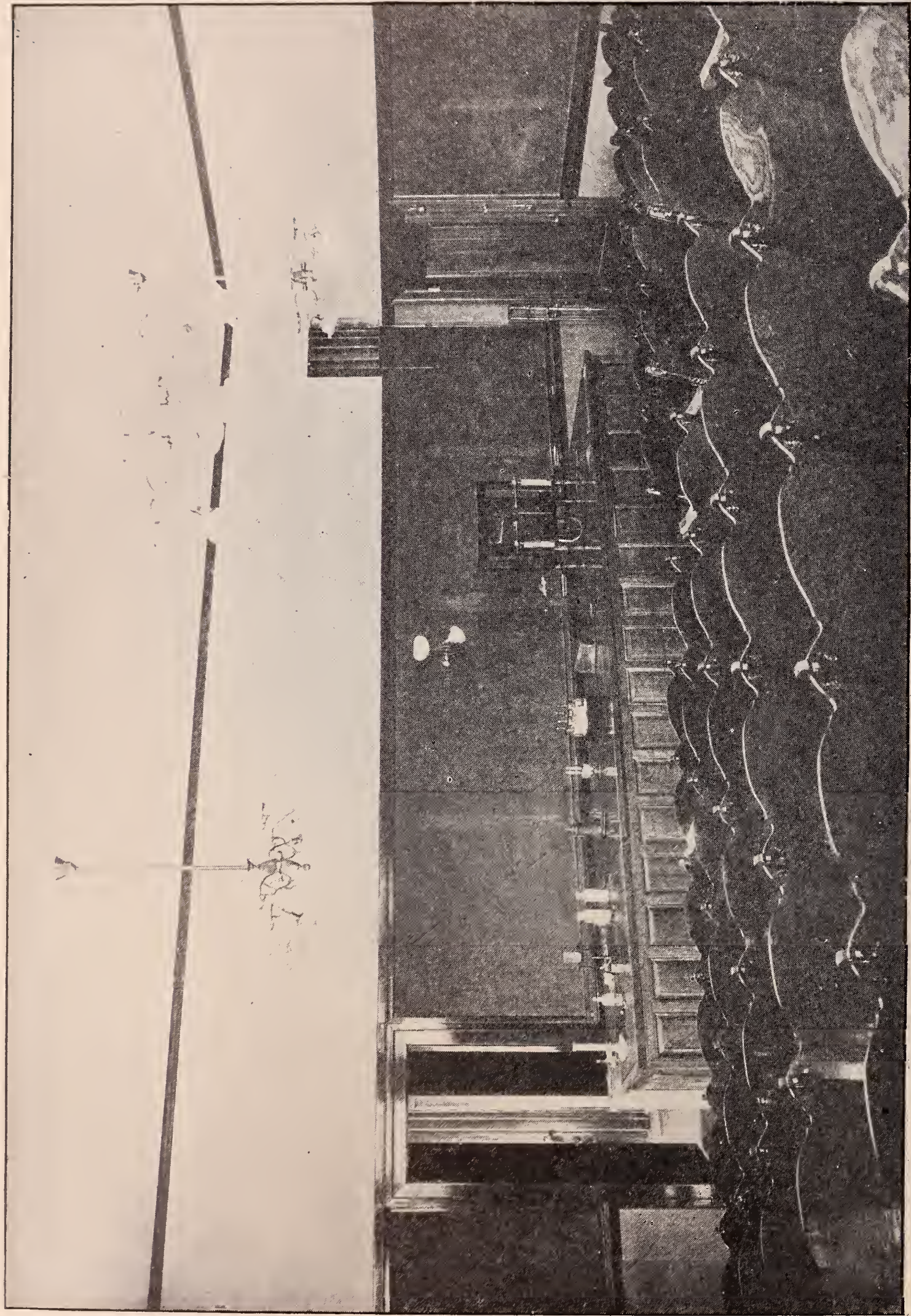
One-third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. *Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.*

The remaining two-thirds of the second year are spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics, manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English

THE PHYSICAL LABORATORY.



THE PHYSICAL LECTURE ROOM.



classics that may be read below the high school, of algebra and geometry for grammar grades, and in the study of nature. By nature study is meant not simply or chiefly the scientific, technical study of animals, plants, and forces. While recognizing the necessity and importance of this phase of nature study, the Fitchburg Normal School seeks especially to develop a love of nature. It believes that this can be brought about only through contact with nature; that those who develop and foster this love are they who are, as a recent writer has put it, "very constantly in the presence and company of nature. They not only seize, they make, opportunities for getting into the woods, for loitering in the fields, for exploring the streams, for walking across the country. . . . They constantly emphasize the world about them by constantly seeing it and meditating upon it; and so it comes to pass with them that the beautiful order of seasons, stars, flowers and verdure which surrounds us, and which most of us barely notice, becomes a constant companionship in their most secret thoughts and in their daily occupations."

A large amount of field and experimental work is required, especially in geography, geology, other natural sciences and nature work. Pupils are not expected to get from books what they can, without too great expense of time and effort, get from nature herself.

To aid in the preparation of teaching exercises and for ready reference each pupil is supplied with a small consulting library, which she is to supplement by the school library and the Fitchburg public library. The following are the books in the consulting library furnished each member of the school: —

Pith of Astronomy — Bayne.

Physical Geography — Guyot.

Complete Geography — Frye.

Compend of Geology — LeConte.

Tables for Determination of Common Minerals — Crosby.

Common Minerals and Rocks — Crosby.

Our Common Birds and How to know them — Grant.

Lessons in Botany — Gray.

How to Know the Wild Flowers — Dana.

The Trees of North-eastern America — Newhall.

The Shrubs of North-eastern America — Newhall.

History of the United States — Fiske.

Ancient History — Myers.

Mediaeval and Modern History — Myers.
Civil Government in the United States — Fiske.
An Outline of Lessons in Drawing for Rural Schools — Bailey and Sargent.
English Literature Primer — Brooke.
American Literature Primer — Watkins.
English Grammar — Whitney and Lockwood.
Practical Rhetoric — Genung.
Classic Myths — Gayley.
Academic Dictionary — Webster.
Report of the Committee of Fifteen.
The Public Statutes of Massachusetts relating to Public Instruction.

As far as possible, pupils are made acquainted with not only the ideas but also with the personalities of leading educators.

Since the opening of the fall term, Sept. 8, 1897, the following addresses have been given : —

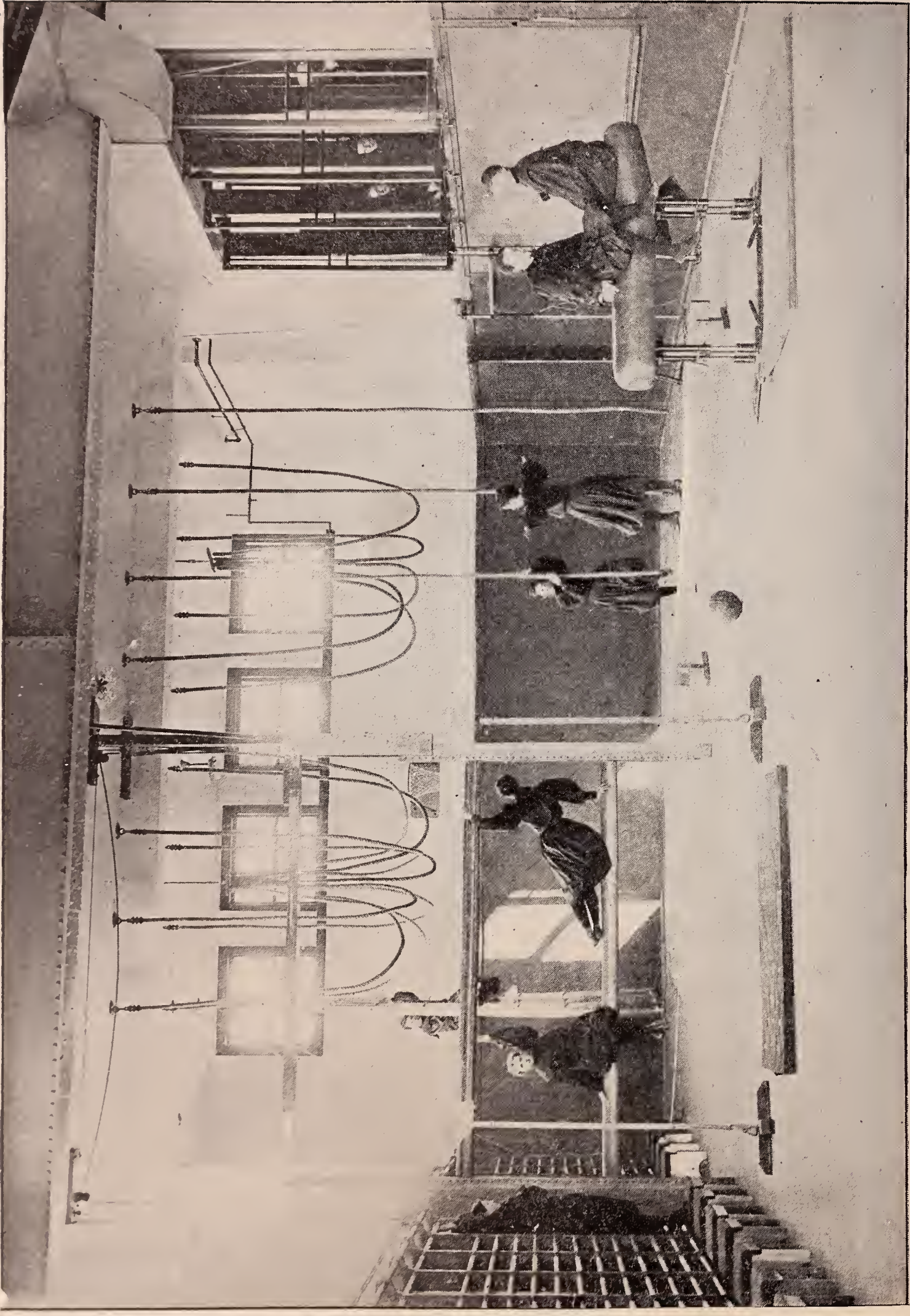
Miss Abby P. Churchill — Posters.
Supt. C. F. Carroll — Physical Education.
Supt. J. E. Burke — The Educational Outlook.
Supt. William C. Bates — What the Pupil taught the Teacher.
Supt. Thomas M. Balliet (three lectures) : —
 New Phases of Educational Thought.
 Education of the Feelings.
 Apperception.
Prof. M. V. O'Shea — Some Applications of Modern Psychology and Child Study to the Training of Children and the Conduct of Life.
Mr. A. E. Winship — History and Geography, — a Practical Talk on Correlation.
Supt. S. T. Dutton — The School as a Social Institution.
Supt. A. K. Whitcomb — Physical Defects of School Children.
State Supt. W. W. Stetson — The Emotions as a Factor in Education.
State Commissioner Thomas B. Stockwell — Some Things we are in Danger of forgetting.
State Supt. Fred Gowing — The Pedagogical Problem.
Hon. Alfred S. Roe (three lectures) : —
 The Bradford Manuscript.
 The Frigate Constitution
 The Old State House.
Mrs. Kate Gannett Wells — The Poems of Sidney Lanier.
Hon. Frank A. Hill — Teachers for the Times.
Hon. J. D. Miller — The Scarlet Letter.
Miss Caroline A. French — The Marble Faun.



THE LUNCH ROOM.



THE GYMNASIUM.



Prof. Louis H. Galbreath — Child Study, — its Purposes and Promises.
Supt J. D. Edgerly — Thoroughness.

Col. Francis Parker — The Child.

Rev. Abram Conklin — A Walking Tour through England and Scotland.

Mrs. Olive Thorne Miller (three lectures) : —

Bird Study.

1. The Finches.
2. The Thrushes.
- 3 Hints for Observing and Identifying.

Miss Lucy A. Denny has given ten lectures or lessons on chalk modeling.

The annual address at graduation was delivered by Hon. J. D. Miller on “The Functions of the Normal School.”

Requirements for Admission.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral standing, give evidence of good intellectual capacity (*records of their scholarship standing in the high schools are desired*) and be graduates of high schools whose courses of study have been approved by the Board of Education; or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, *the equivalent of a good high school education*. They must also declare their intention to complete the course of study in this school, if possible, and afterward to teach in the public schools of Massachusetts. The examinations for admission shall cover such elementary and high school subjects as may be determined by the Board.

Until further notice, the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*) : —

1. *Languages*. — (a) English, with its grammar and literature, and (b) one of the three languages, — Latin, French and German.
2. *Mathematics*. — (a) Arithmetic, (b) the elements of algebra and (c) the elements of plane geometry.

3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences.* — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany and (e) chemistry.

5. *Drawing and Music.* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

ORAL EXAMINATIONS.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investi-

THE KINDERGARTEN.



A GAME OF BASKET BALL.



gation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Note books and exercises should be accompanied by a certificate from the teacher, declaring them to be the work of the student who presents them.

Special Directions.

I. LANGUAGES.

(a) *English*. — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are strongly advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared, until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

1. *Reading and Practice*. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In

place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be : —

1898. — Milton's *Paradise Lost*, Books I. and II. ; Pope's *Iliad*, Books I. and XXII. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *Vicar of Wakefield* ; Coleridge's *Ancient Mariner* ; Southey's *Life of Nelson* ; Carlyle's *Essay on Burns* ; Lowell's *Vision of Sir Launfal* ; Hawthorne's *The House of the Seven Gables*.

1899. — Dryden's *Palamon and Arcite* ; Pope's *Iliad*, Books I., VI., XXII., and XXIV. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Coleridge's *The Ancient Mariner* ; De Quincey's *The Flight of a Tartar Tribe* ; Cooper's *The Last of the Mohicans* ; Lowell's *The Vision of Sir Launfal* ; Hawthorne's *The House of the Seven Gables*.

1900. — Dryden's *Palamon and Arcite* ; Pope's *Iliad*, Books I., VI., XXII., and XXIV. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Scott's *Ivanhoe* ; De Quincey's *The Flight of a Tartar Tribe* ; Cooper's *The Last of the Mohicans* ; Tennyson's *The Princess* ; Lowell's *The Vision of Sir Launfal*.

1901. — Shakespeare's *Merchant of Venice* ; Pope's *Iliad*, Books I., VI., XXII., and XXIV. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Coleridge's *The Ancient Mariner* ; Scott's *Ivanhoe* ; Cooper's *The Last of the Mohicans* ; Tennyson's *The Princess* ; Lowell's *The Vision of Sir Launfal* ; George Eliot's *Silas Marner*.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

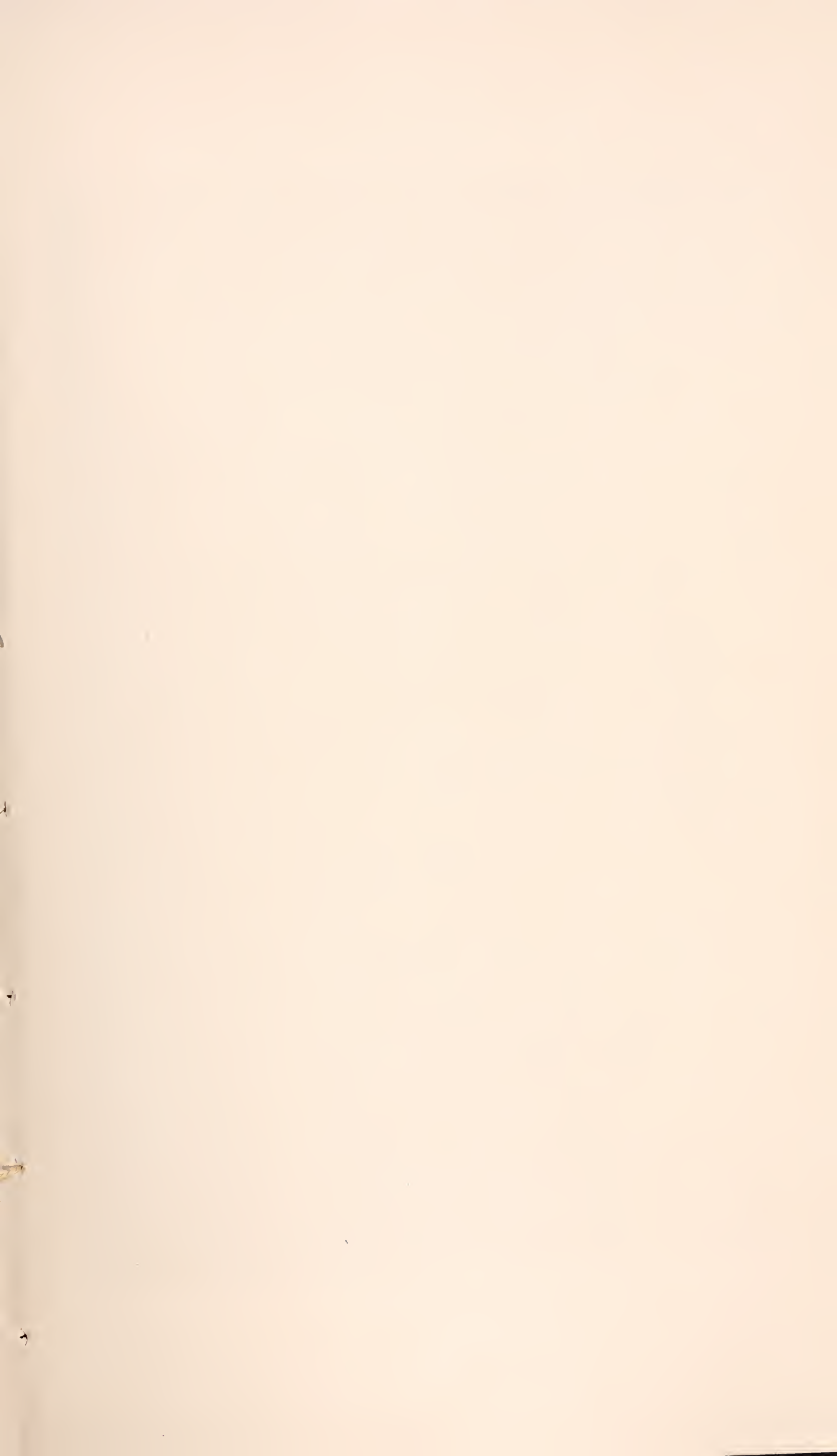
The books set for this part of the examination will be : —

1898. — Shakespeare's *Macbeth* ; Burke's *Speech on Conciliation with America* ; De Quincey's *The Flight of a Tartar Tribe* ; Tennyson's *The Princess*.

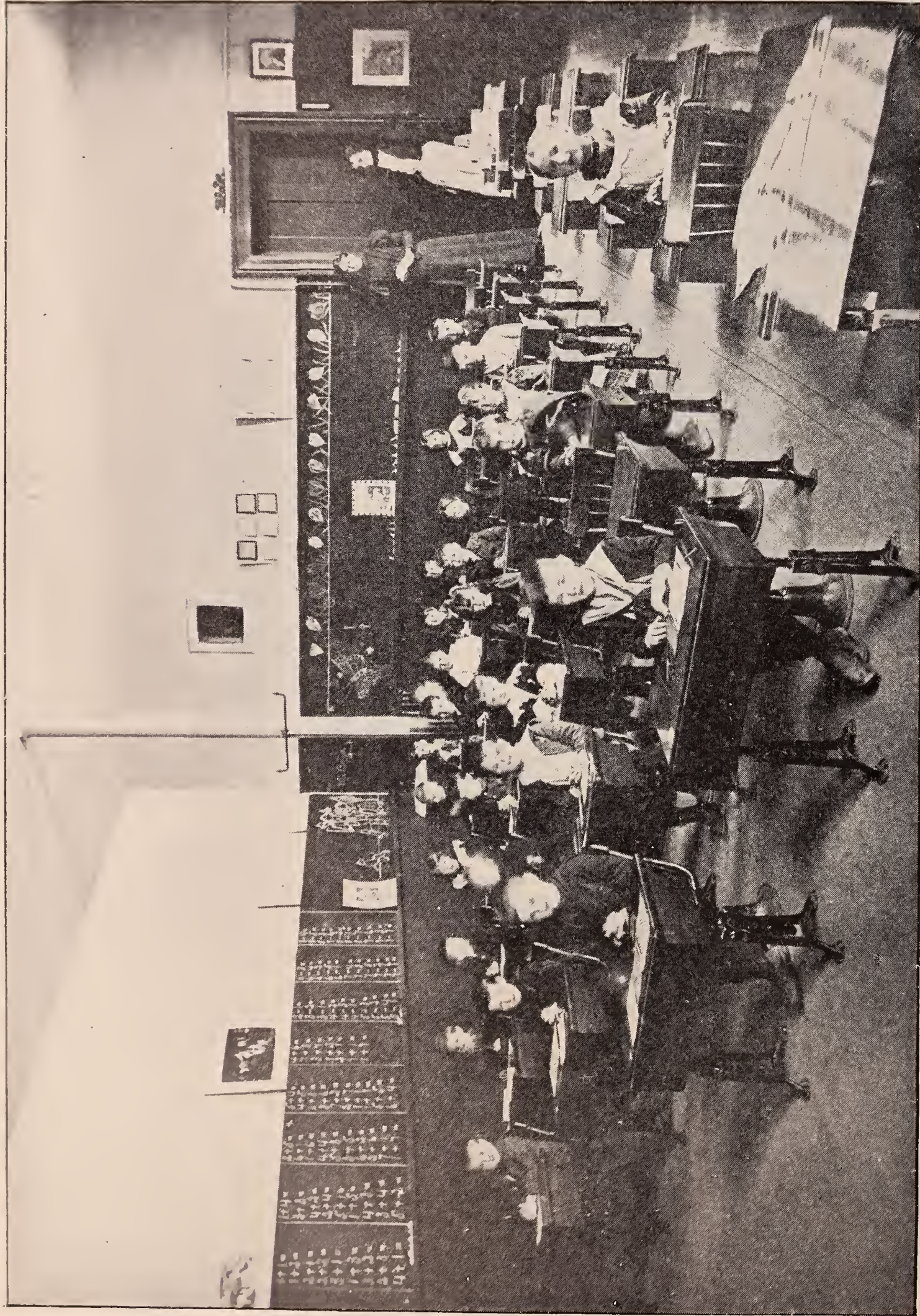
1899. — Shakespeare's *Macbeth* ; Milton's *Paradise Lost*, Books I. and II. ; Burke's *Speech on Conciliation with America* ; Carlyle's *Essay on Burns*.

A MODEL SCHOOL—GRADE TWO.





A PRACTICE SCHOOL — GRADE ONE.



1900. — Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1901. — Shakespeare's *Macbeth*; Milton's *L'Allegro* and *Il Penseroso*, *Comus*, *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) *One only of the three languages, Latin, French and German.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. Candidates are earnestly advised to study *Latin* and either *French* or *German*.

II. MATHEMATICS.

(a) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry.* — The elements of plane geometry, as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. HISTORY AND GEOGRAPHY.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

IV. SCIENCES.

(a) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) *Physiology and Hygiene.* — The chief elementary facts of

anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany*. — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

V. DRAWING AND MUSIC.

(a) *Drawing*. — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music*. — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

Candidates are requested to present at the time of examination a certificate of good moral character, a certificate of standing in scholarship and conduct in the high school, and a physician's certificate stating that the candidate is free from any disease or infirmity which would unfit him or her for the office of teacher.

It may be said, in general, that if the ordinary work of a good statutory high school, even if it is of the second or lower grade, is well done, candidates should have no difficulty in meeting any of the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

Times of Examinations.

The first examination in 1898 will be held at 9 A.M., on Thursday and Friday, June 23 and June 24, at the normal school.

The second examination in 1898 will be held at 9 A.M., on Tuesday and Wednesday, September 6 and September 7, at the normal school.

Candidates are advised to present themselves, if possible, at the first examination.

Times of Admission.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students should present themselves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Diplomas and Certificates.

It is impossible in the limited time spent in the practice school to give pupils special and continued training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been specially trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training, and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

General Information.

Tuition is free to all who declare their intention to teach in the public schools of Massachusetts; for others, tuition is thirty dollars a year.

Text-books and supplies are as free as in the public schools.

Season tickets, at greatly reduced rates, can be obtained from any of the railroads entering Fitchburg.

Board and rooms within a short distance of the normal school can be secured at reasonable rates.

State aid to a limited extent may be granted to deserving persons, after they have been in attendance for at least one term. Such aid is not furnished pupils whose homes are in Fitchburg.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition, — one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in our work are cordially invited to visit and inspect the school.

For catalogues, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

FITCHBURG, May 2, 1898.

Names of Students, 1897=98.

TWO YEARS' COURSE.

First Class.

Ahern, Lorena S.,	.	.	.	.	.	.	Athol.
Brody, Anna M.,	.	.	.	.	.	.	Fitchburg.
Davis, Bessie C.,	.	.	.	.	.	.	Fitchburg.
Donnelly, Margaret M.,	.	.	.	.	.	.	Fitchburg.
Hackett, May A.,	.	.	.	.	.	.	Fitchburg.
Hayes, Mary A.,	.	.	.	.	.	.	Fitchburg.
Keith, Erminnie I.,	.	.	.	.	.	.	Fitchburg.
Kilburn, Frances O.,	.	.	.	.	.	.	Sterling.
Kinsman, Sarah I.,	.	.	.	.	.	.	Fitchburg.
McNiff, Abbie M.,	.	.	.	.	.	.	Littleton.
Pettigrew, Annie M.,	.	.	.	.	.	.	Maynard.
Priest, Martha C.,	.	.	.	.	.	.	Gardner.
Shannon, Mary L.,	.	.	.	.	.	.	Fitchburg.
Sheehan, Helen J.,	.	.	.	.	.	.	Fitchburg.

Second Class.

Andrews, Frank A.,	.	.	.	.	.	.	Fitchburg.
Call, Mary L.,	.	.	.	.	.	.	Gardner.
Carr, Amy H.,	.	.	.	.	.	.	West Rindge, N. H.
Connell, Margaret M.,	.	.	.	.	.	.	Concord.
Davis, Edith L.,	.	.	.	.	.	.	Fitchburg.
Day, Cora A.,	.	.	.	.	.	.	Fitchburg.
DeWitt, Winifrede A.,	.	.	.	.	.	.	Leominster.
Dickey, Marie J.,	.	.	.	.	.	.	Alstead, N. H.
Dudley, Blanche E.,	.	.	.	.	.	.	Templeton.
Finnegan, Mary L.,	.	.	.	.	.	.	Fitchburg.
Goodnow, Alice V.,	.	.	.	.	.	.	Athol.
Greenlaw, Hattie A.,	.	.	.	.	.	.	Leominster.
Hamilton, Mabel E.,	.	.	.	.	.	.	Baldwinville.
Hare, Mary T.,	.	.	.	.	.	.	Otter River.
Haskins, Adelberta A.,	.	.	.	.	.	.	Fitchburg.
Helsher, Ragna K.,	.	.	.	.	.	.	Concord.
Hubbard, Luna B.,	.	.	.	.	.	.	Leominster.
Hughes, Emma J.,	.	.	.	.	.	.	Bedford.
Johnson, May,	.	.	.	.	.	.	Westminster.
Kendall, Nina E.,	.	.	.	.	.	.	Fitchburg.
Keough, Florence A.,	.	.	.	.	.	.	Fitchburg.

Kingsbury, Mabel L.,	Sterling.
Larrabee, Effie B.,	Westminster.
Libby, Annie L.,	Fitchburg.
Lowe, Florence J.,	Fitchburg.
Miller, Florence L.,	Leominster.
Moriarty, Mary E.,	Marlborough.
Morse, Pearle E.,	Gardner.
Noonan, Alice T.,	Fitchburg.
Ross, Amy L.,	Fitchburg.
Russell, Lillian M.,	Fitchburg.
Shafter, Hattie L.,	Littleton.
Smith, N. Bernice,	Ayer.
Storer, Sybil B.,	Leominster.
Stowell, Jennie E.,	South Acton.
Thompson, Margaret V.,	Waukegan, Ill.
Thompson, Minerva C.,	Waukegan, Ill.
Walker, Zoe,	Gardner.
Whitcomb, Flora L.,	Gardner.

THIRD YEAR.

Alexander, Grace E.,	Claremont, N. H.
Alexander, Lillian R.,	Northfield.
Austin, Ethel L.,	Fitchburg.
Bailey, Ada M.,	Jaffrey, N. H.
Barney, Ruby,	Southborough.
Byron, Margaret P.,	Gardner.
Carey, Martha C.,	Fitchburg.
Carter, A. Ethel,	Bedford.
Conrad, Marguerite A.,	Fitchburg.
Connor, Catherine M.,	Petersham.
Currier, Edith A.,	Bolton.
Dunn, Mary A.,	Fitchburg.
Ferson, Aimeé C.,	Fitchburg.
Gallagher, May A.,	Leominster.
Gilles, Katherine S.,	Fitchburg.
Goodhue, Mabelle F.,	Leominster.
Hapgood, Edith D.,	Winchendon.
King, Lena E.,	Fitchburg.
Littlehale, Della L.,	Fitchburg.
Maney, Kathryn M.,	West Boylston.
May, Nellie C.,	Maynard.
McIntyre, Annette,	Gardner.
Morrill, Eva M.,	Winchendon.
Murray, Maud,	Fitchburg.
Neary, Katherine,	Southborough.
Newton, Anna E.,	Winchendon.
Nourse, Fidelia E.,	Bolton.

Names of Graduates of First Class.

Ahern, Lorena S.,	Athol.
Bacon, Sadie M.,	Temple, N. H.
Third year course, Fitchburg State Normal School.	
Bradford, Helen L.,	South Acton.
Teaching, Oakdale.	
Brody, Anna M.,	Fitchburg.
Burns, Clara A. M.,	Ayer.
Third year course, Fitchburg State Normal School.	
Chute, Josephine W.,	Leominster.
Teacher of drawing, Greenfield.	
Davis, Bessie C.,	Fitchburg.
Day, Florence,	Fitchburg.
Teaching, Harvard.	
Donnelly, Margaret M.,	Fitchburg.
Eaton, Alice L.,	Woodstock, Vt.
Teaching, Woodstock, Vt.	
Edgecomb, Eda F.,	Leominster.
Teaching, Leominster.	
Fairbanks, Florence L.,	Fitchburg.
Teaching, Fitchburg.	
Goodfellow, Maud A.,	Fitchburg.
Third year course, Fitchburg State Normal School.	
Goodfellow, Florence E.,	Fitchburg.
Special student, Fitchburg State Normal School.	
Gorman, Alice M.,	Gardner.
Teaching, Gardner.	
Hackett, May A.,	Fitchburg.
Teaching, Sterling.	
Hanigan, Helena K.,	Fitchburg.
Cambridge School for Girls.	
Hayes, Mary A.,	Fitchburg.
Hopkins, Edith M.,	Fitchburg.
Third year course, Fitchburg State Normal School.	
Horton, C. Blanche,	Lancaster.
Third year course, Fitchburg State Normal School.	
Jefts, Ruth M.,	Fitchburg.
Teaching, Fitchburg.	
Jones, Nan T.,	Fitchburg.
Third year course, Fitchburg State Normal School.	

Jubb, Georgiana H.,	Fitchburg.
Kindergarten course, Fitchburg State Normal School.	
Keith, Erminnie I.,	Fitchburg.
Kinsman, S. Isadora,	Fitchburg.
Special student, Fitchburg State Normal School.	
Kirby, Anna K.,	Fitchburg.
Teaching, Fitchburg.	
Lee, Mary A.,	Fitchburg.
Third year course, Fitchburg State Normal School.	
Lewis, Rolina H.,	Leominster.
Third year course, Fitchburg State Normal School.	
Lincoln, Mary A.,	Leominster.
Third year course, Fitchburg State Normal School.	
McGrath, Mary J.,	Fitchburg.
Third year course, Fitchburg State Normal School.	
McNiff, Abbie M.,	Littleton.
Monahan, Jane E.,	Orange.
Third year course, Fitchburg State Normal School.	
Priest, Martha C.,	Gardner.
Sawyer, Neva E.,	Malden.
Teaching, Malden.	
Shannon, Mary L.,	Fitchburg.
Sheehan, Helen J.,	Fitchburg.
Sheehan, Mary F.,	Fitchburg.
Third year course, Fitchburg State Normal School.	
Willard, Lottie J.,	Ashburnham.
Teaching, Ashburnham.	

